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ABSTRACT

Local New Jersey school districts must comply with a state requirement for providing a legally defined "thorough and efficient" (T & E) education. This process may be assisted by the formation of committees. Seven basic committee types are recommended in this document: steering, contextual information, goal development, educational objectives, needs assessment, educational programs, and evaluation. Each is described in terms of its basic assignment. The types of information each committee needs to function are itemized briefly. Methods for monitoring the committees, organizing their timetables, and establishing committee report formats are also outlined. (Author/PGD)

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COMMITTEE DIRECTIONS FOR ROLES AND RESPONSIBILITIES OF BOARDS OF EDUCATION RELATIVE TO THOROUGH AND EFFICIENT LEGISLATION

PRESENTED BY

NEW JERSEY SCHOOL BOARDS ASSOCIATION

COMPANION DOCUMENT #2
TO
A HANDBOOK FOR BOARD MEMBERS

RESEARCH FOR BETTER SCHOOLS, INC.

2

DECEMBER 1976

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA. 19103 / 215 561-4100

LETTER OF TRANSMITTAL

The Committee Directions for the implementation of T&E has been prepared by Research for Better Schools, Inc. (RBS) under the auspices of the New Jersey School Boards Association. The Committee Directions were developed in response to a clearly expressed and defined needs on the part of board members at the recent series of T&E Workshops, plus a continuing desire on the part of the NJSBA to assist members with the completion of the T&E Process. The Committee Directions is a companion document (#2) to "Roles and Responsibilities of Boards of Education Relative to T&E Legislation" and, like that document, it seeks to help board members to understand the T&E Process and become more meaningfully involved.

A companion document (#1) an "Action Plan for the Management of Roles and Responsibilities of Boards of Education" has been developed to assist boards understand the steps and phases necessary to implement T&E over a five year period. Like this plan, it has been developed to assure compliance with the requirements of Chapter 212 Public Education Act, 1975.

We sincerely hope this document Committee Directions will assist board members to play a meaningful and effective role in the T&E Process.

RBS, Inc. is indebted to many individuals and organizations for their assistance in supplying ideas and information for the development of the Committee Directions.

- The New Jersey Department of Education, RP&E Division
- The Educational Improvement Centers
- The New Jersey County Offices of Education
  (six counties assisted directly)
- The local school districts
  (twelve districts assisted directly)

A special note of appreciation goes to Mr. Glenn H. Tecker, Director, Management Information, New Jersey School Boards Association and Ms. Lorraine Gaire, Assistant Director, In-service Education, New Jersey School Boards Association, who contributed greatly to the contents of the Committee Directions. It was through their continued direction, guidance and counsel that the Committee Directions became a reality.

In closing, we move forward to the considerations of the Committee Directions contents. As that undertaking is concluded, we would feel richly rewarded if our time and effort has served to help board members implement their roles and responsibilities in the T&E Process.

Submitted by:

Dr. James I. Mason
Director of Marketing
Research for Better Schools, Inc.

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OVERVIEW

This document is designed as a companion document to the Roles and Responsibilities Handbook. It establishes directions for the Committees appointed by the board to carry out the T&E Process. The plan recognizes the newness and transitional nature of the T&E Process by setting forth a series of assumptions that recognize the many factors impacting the implementation of the T&E Process.

The document seeks to provide board members with a clear definition of the committee directions for the committees in light of:

(1) The original T&E Legislation (Chapter 212) and the New Jersey Administrative Code.

(2) The impact of the new or pending legislation such as Assembly Bills 1503 and 1736.

Boards will find it prudent to review each of the committee directions. Local districts will add, delete, and combine according to their needs and specific directions they deem necessary as they delegate this responsibility. These committees will play a vital role in collecting and documenting data necessary for the completion of the educational plan and further, insuring a thorough and efficient educational system that committee members represent.

ASSUMPTIONS

Certain basic assumptions have been made that will impact the implementation and completion of the T&E Legislation. They are based on what has happened to date relative to the T&E Legislation, plus a factual knowledge of what is occurring at this point in time. The assumptions have been included in order to provide a logical base from which to develop the Committee Directions, and to guarantee options for local boards to insure success. Hopefully, this will enable a Board of Education to fulfill its roles and responsibilities in such a way that the T&E Legislation will work in the best interest of the students.

Assumptions

- THAT MODIFICATIONS HAVE AND WILL BE MADE
- THAT LEGISLATION HAS AND WILL BE PASSED
- THAT TIMELINES HAVE AND WILL BE ALTERED
- THAT REQUIREMENT CLARIFICATION HAVE AND WILL CHANGE
- THAT ADDITIONAL ADMINISTRATIVE RULINGS WILL BE MADE
- THAT NEEDED FORMS AND MATERIALS HAVE AND WILL BE DELAYED
- THAT FUNDING HAS AND WILL BE DELAYED

These assumptions might also be considered as Constraints to the effective implementation of the T&E Process. Regardless of the connotation, they are real and have a basis in fact.

GLOSSARY OF TERMS

Action Plan: The organization of a goal, objectives, and key events into a program of accomplishment.

Activity: One of a series of actions which must be completed in order to accomplish a key event.

Assessment: A written analysis of the current status of an educational system in terms of achieving its goals and objectives.

Assumption: A fact or statement taken for granted.

Calendarization: Assignment of specific dates to work periods and deadlines in an action plan.

Committee: A group of administrators, teachers, parents, citizens and/or students required to perform a series of activities.

Communications: The relationships involved in the assembly and dissemination of information between the Board of Education, staff, parents, citizens, students, and community groups.

Curriculum: The program of studies to be developed for a school, schools, or district.

Cycle: An interval of time during which a sequence of a recurring succession of events is completed.

Evaluation: Procedures used to determine the value and success of programs, projects, techniques and materials in relation to the achievement of goals, objectives and standards, i.e. the act of making judgments based upon the data gathered.

Goal: A clear, concise statement of educational aspirations and the educational process stated in general terms.

In-Service Training: Programs of orientation, awareness, motivation, and technical methodology prepared for staff members.

Key Event: One of a series of actions which must be completed in order to accomplish an objective.

Management: The procedures to be followed by the responsible party in carrying out a plan or process.

Objective: One of a series of outcomes which must be completed in order to fulfill a goal.

Overview: A concise statement of what is contained in a section, chapter, or other unit of a document.

Procedure: A series of steps followed in a regular, definite order.

Responsibility: The moral or legal obligation for actions taken by an individual or body.

Standards: Procedures and stated levels of proficiency used in determining the extent to which goals and objectives are being met. New Jersey Administrative Code, Title 6, Chapter 8, Subchapter 1. Definitions.

T&E COMMITTEES

Successful completion of the T&E Process, resulting in the submission of an Education Plan document to the Commissioner of Education, requires the work of many: Board members, Superintendent, Administrators, Teachers, Parents, Citizens and Students. In order to utilize this talent most efficiently and effectively, the development of special committees for the various T&E sub-sections is recommended.

In the development of a Customized action plan through which to complete the T&E Process, local districts will establish a number of different types and kinds of committees. RBS, Inc. suggests the following seven committees as a generic model; local districts will add, delete, and combine according to their needs.

- Steering Committee
- Contextual Information Committee
- Goal Development Committee
- Educational Objectives Committee
- Needs Assessment Committee
- Education Program Committee
- Evaluation Committee

The primary mission of each committee, plus some specifics as "How To" should be provided to each of the sub-committees by the Board. Accordingly, five basic information sections should be developed for each sub-committee:

- Committee Assignment Overview
- Committee -- How To
- Committee Monitoring
- Committee Timetable
- Committee Report (Format)

Common to all committees are a series of musts that RBS believes should be considered prior to any undertaking. Further, each district will develop additional items as they complete their customized action plan.

- Committee membership list developed
  - Document procedures used
  - Document reasons for procedures used
- A Steering Committee member assigned to each committee
- Chairperson appointment or selection
- Secretary designated
- Develop a Committee Action Plan
- Specific dates set for meetings
  - Obtain all required materials, etc.
  - Review all documents thoroughly
- Document procedures
- Document reasons for the procedures
- Document what was done - step-by-step
- Document what decisions are made
- Develop and maintain a committee notebook
- Review progress with Steering Committee

STEERING COMMITTEE

- Committee Assignment: To guide and direct the implementation of the T&E process, including preparation and submission of the "Educational Plan."

  To develop a Customized action plan for the local district through which to guide and direct the activities of all those involved in the T&E process.

  Source: New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8.

- Committee "How To": The statements to follow were developed from a review of the New Jersey State Department of Education's "T&E Primer" and "Guidelines for Compliance."

  -1- By developing a Delivery System (Action Plan) through which to complete the T&E process.

  -2- By preparing the educational plan for submission to the Commissioner of Education.

  -3- Key Events: The events to follow spell out the detailed activities that must take place in order for the committee to successfully complete its responsibilities:

  - Prepare a detailed Action Plan (step-by-step procedures and timetables) that will provide overall guidance and direction to those involved in the T&E process.
  - Develop and organize all T&E committees.
  - Develop and implement a community involvement plan.
  - Collect, review and select a Goal Development Procedure; adapt to fit local community needs.

- Develop, based on the work of the T&E Committees, the district's short and long-range objectives according to a five-year cycle.

- Provide the needed time, facilities, materials, etc. to the T&E committees.

- Monitor the work of the various T&E committees to guarantee that the work is consistent with the assignments and on time.

- Develop and establish an assessment procedure in accord with N. J. State Department of Education Guidelines.

- Develop and establish essential evaluation procedure.

- Committee Monitoring: The criteria to follow has been developed from an analysis of the "Guidelines for the Review of Local District Compliance with the intent of New Jersey Administrative Code."

  The committee should monitor itself in terms of the following:

  -1- There is a clear understanding of the task at hand.

  -2- There is a "Customized Plan of Action" available.

  -3- There are committees assigned to all key sections of the undertaking. Adequate training and directions have been provided.

  -4- There are materials, facilities and time available.

  -5- There are procedures established for the assessment and evaluation areas.

- Committee Timetable: The work of this committee is a continuous (year round) activity and under pins the work of all the committees.

  -1- Planning and organizational activities must be completed within the first and second months of the (12) month cycle.

  -2- Individual committee assignments should be made as early as possible.

  -3- Regular weekly conferences should be held.

  -4- Adherence to a formal timetable of key events (calendarized) is crucial.

- Committee Report (Format): The format of the committee report is really the format for the complete educational plan -- See Resource File. Roles and Responsibilities Handbook.

  -1- Obtain copies of suggested or recommended forms from State Department of Education.

  -2- Develop an overall report format -- review with County Office.

CONTEXTUAL INFORMATION COMMITTEE

- Committee Assignment: To develop a community profile that will serve as background data for the goal development process.

  Source: New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8.

The Community Profile should include:

- History
- Physical Description
- Population Statistics
- Demography
- Economics
- Community Agencies
- Service Organizations
- Socio-economic Groups
- Ethnic Groups
- Religious Groups
- Political Structure

The profile will be submitted to the District's Steering Committee for inclusion in the comprehensive educational plan; for submission to the Board of Education; and for use by the other sub-committees.

- Committee -- How To: The data and information to follow was developed from Step 1, Goal Development, T&E, a Primer for School Improvement in New Jersey.

-1- By gathering current information about the community and school system as background data for goal development.

-2- By following a board approved plan and calendar for arriving at the Goals for District and individual public schools, continuing to assure broadest representation of views in the process.

-3- Key Events (Specific): The items to follow spell out the specific events that must transpire in order to complete the committee's primary responsibilities.

- Collect contextual information cited under "Committee Definitions and Directions Highlighted."
- Obtain a community (demographic) study to use as a model.
- Prepare a community profile based on (1) and (2), above.
- Develop a set of assumptions, based on the community profile.
- Prepare a report for submission to other T&E committees.
- Submit community profile to steering committee for approval.
- Submit community profile to other T&E committees.
- Conferences with school, civic and community officials and leaders to obtain needed information.

- Committee Monitoring: The information to follow has been drawn from the "Guidelines for the Review of Local District Compliance with the intent of New Jersey Administrative Code", N.J.A.C. 6:8-3.2 Commentary.

  The committee's work will be monitored in terms of the following:

  -1- District and school goals reflect the needs of the communities served.

  -2- A public meeting will be held to provide an opportunity for comment on the goals.

- Committee Timetable: The completion of this undertaking is essential to the development of the Goal Committee and, in turn, the complete T&E Program.

  -1- Collection of data and information must be completed within the first and second months of the twelve (12) month cycle.

  -2- Individual committee assignments should be made at the first formal committee meeting.

  -3- Schedule committee conferences (one of two members) with school, civic, and community officials and leaders.

- Committee Report (Format): The format of the committee report should be correlated with the Master T&E report.

  -1- Obtain a sample of the general T&E report format.

  -2- Develop the committee or sub-section report according to the prescribed format.

GOAL DEVELOPMENT COMMITTEE

- Committee Assignment: To develop the educational goals appropriate (customized) to the students of the school district.

  Source: New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8.

The Goal Development Committee is bound by certain prescribed rules and regulations:

- The committee should consist of Board members, Administrators, Teachers, Parents, Students and Citizens.
- The goals should be relevant to the "Community Profile."
- The goals should be Customized to meet the needs of the local community.
- The goals should be broad statements of general purposes or intent.
- The committee must decide on the basic goal development technique or method to be used; see goal development section.
- The committee must address product(outcome) and process (activity) goals.
- The goals should be developed by:
  - Reviewing the State Educational Goals -- product and process goals
  - Analyzing the "Community Profile" report

- Reviewing the goal setting models presented in "MODELOG"

- Assessing the communities thinking relative to the state Goals and the Board's priorities

- Committee "How To": The data and information to follow was developed from Step 1, Goal Development, T&E a Primer for School Improvement in New Jersey.

-1- By gathering current information about the community and school system as background data for goal development.

-2- By obtaining and studying the statements of State educational goals.

-3- By preparing a written plan for the manner in which the goal development task will be accomplished and a calendar for its completion.

-4- By following the board approved plan and calendar for arriving at the goals for district and individual public schools, continuing to assure broadest representation of views in the process.

-5- By analyzing the information collected, by school and district, and by obtaining broad public review once again before final school board approval.

In addition, the following Key Events must transpire in order to complete the committee's primary responsibility.

- Review closely the state's administrative code and primer

- Discuss the Goal Development process to be used with the Steering Committee

- Consider carefully the basic planning and customizing steps taken to date

- Review what goals have been previously developed by the district
- Consider carefully the state educational goals -- local goals must be consistent
- Develop a set of priorities before you actually draft the goal language
- Depending on customize steps agreed upon, you may wish to undertake a community survey
- Document all procedures used; minutes of all meetings should be maintained
- Review closely the state's administrative code and primer

- Committee Monitoring: The information to follow has been drawn from the "Guidelines for the Review of Local District Compliance with the Intent of New Jersey Administrative Code", N.J.A.C. 6:8-3.2 Commentary.

  The committee's work will be monitored in terms of the following:

  -1- Compliance with all state requirements including:
  - Goals based on district needs
  - Goals consistent with state goals
  - Adequate involvement
  - Public notice of proposed goals
  - Public meeting

- Committee Timetable: The work of this committee should be completed early as its results are needed by the other committees.

  -1- Planning and organizational activities must be completed within the first and second months of the twelve (12) month cycle.

-2- Goal development should be complete by the close of the fourth month -- modification may be required at a later date.

-3- Regular weekly or bi-weekly sessions should be held.

- Committee Report (Format): The format of the committee report should be correlated with the master T&E report.

-1- Obtain a sample of the general T&E report format.

-2- Develop the committee or sub-section report according to the prescribed format.

EDUCATIONAL OBJECTIVES COMMITTEE

- Committee Assignment: To develop objectives/goal indicators and specify the level of student achievement desired.

  Source: New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8.

This step in the T&E process enables the district to identify elements of the goals and establish standards for use in assessment.

The objectives and standards for the educational program (curriculum), should be based upon the work completed by the Goal Development Committee.

- Committee "How To:" The data and information to follow was developed from Step 2, Establishing Objectives/Goal Indicators and Standards.

-1- The district establishes objective/goal indicators which specifies goal elements to be assessed and states levels of proficiency (standards) which will be used for assessing the current educational system.-- See Assembly Bill 1736 and Task Force Report.

-2- The plan shall provide for assessing each pupil upon entrance and annually thereafter in basic communication and computational skills.

In addition, the following Key Events must transpire in order to complete the committee's primary responsibility.

- Review closely the state's administrative code and primer
- Review with the Steering Committee what they have done to date
- Review carefully the goals developed by the Goal Development Committee

- Obtain copies of Objectives/Standards already developed by the district.

- Divide and assign the development of objectives/standards by curriculum areas

- Be sure that the objectives/standards are based on the goals

- Collect data and information on standards (grading program) used by the district to determine what is currently acceptable and Assembly Bill 1736 (minimum) proficiency.

- Establish reasonable pupil minimum proficiency levels in the basic communication and computational skills

- Committee Monitoring: The information to follow has been drawn from the "Guidelines" for the Review of Local District Compliance with the intent of New Jersey Administrative Code", N.J.A.C. 6:8-3.3 Commentary.

-1- Compliance with all state requirements including:

  - Objectives/standards based on district school goals

  - Objectives/standards were developed in consultation with teaching staff under direction of Chief School Administrator.

  - Minimum proficiency levels have been established in the basic communication and computational skills.

- Committee Timetable: The work of this committee will begin during the third month of the twelve (12) month cycle.

-1- Planning and organization activities should be completed during the first and second months

-2- Objectives and standards should be completed by the close of the fourth month

-3- Regular weekly or bi-weekly sessions should be held

- Committee Report (Format): The format of the committee report should be correlated with the master T&E report.

  -1- Obtain a sample of the general T&E report format.

  -2- Develop the committee or sub-section report according to the prescribed format.

NEEDS ASSESSMENT COMMITTEE

- Committee Assignment: To determine (assess) the difference between pupil attainment and desired level of proficiency.

"The Assessment is carried out in order to establish whether or not an acceptable level of achievement is being obtained by the districts in relationship to goals. It will be the difference between level of achievement desired and present level of achievement; determined from the needs assessment, that will form the base for new or modified educational programs."

- Committee -- How To: The data and information to follow was developed from Step 3, Needs Assessment, T&E a Primer for School Improvement in New Jersey.

-1- By preparing a written plan and calendar for determining the status of the district with respect to each previously determined goal based on the objectives/goals indicators and standards.

-2- By implementing a plan and a calendar for arriving at the difference (discrepancy) between present achievement.

-3- By preparing a report of the findings showing the present and desired achievement for selected goals. If the achievement expectations are not met, an educational need exists.

In addition, the following key events must transpire in order to complete the committee's primary responsibility.

- Collect data and information relative to current procedures used to assess pupil progress.

- Design a procedure through which to measure (assess) pupil attainment of the educational objectives. The procedure shall include, but not be limited to:

-- Teacher observation
-- Parental or guardian interview
-- Formal and informal evaluation techniques
-- Cumulative pupil records
-- Local and state testing results
-- Medical examination
-- etc.

- Review preliminary Assessment Design with the Steering Committee.

- Implement procedure

- Committee Monitoring: The information to follow has been drawn from the "Guidelines" for the Review of Local District Compliance with the intent of New Jersey Administrative Code", N. J. A. C. 6:8-3. 4 Commentary

The committee work will be monitored in terms of the following:

-1- Compliance with all state requirements including:

- Measures used to identifv present status must be reasonable (see Guidelines)

- Assessment methods should yield information that would make individual student remediation possible

- Assessment should provide information about students in need of special education and whose language is other than English

- Information on students below acceptable levels in communication and computational skills

- Assessment results used to identify pupils in need of remediation

- Reasonable levels of proficiency in communications and computational skills determined by Board of Education.

- "Minimum proficiency levels" must not be punitive
- Confidentiality of pupil or family data must be protected.

- Committee Timetable: The work of this committee will require four to six months in order to fulfill the T&E process requirements.

  -1- Planning and organization activities should be completed during the first and second months.

  -2- Requirements completed by the close of the six months (two month margin is possible during first year cycle).

  -3- Regular weekly or bi-weekly sessions should be held.

- Committee Report (Format): The format of the committee report should be correlated with the master T&E report.

  -1- Obtain a sample of the general T&E report format.

  -2- Develop the committee or sub-section report according to the prescribed format.

SPECIAL NOTE: The Needs Assessment Committee also has the responsibility for the pupil identification required by N.J.A.C. 6:8-3.8 (Pupil minimum proficiency levels). These levels shall be established in the basic communications and computational skills.

The State has attached special significance to pupil proficiency levels in the skill areas cited above. The word Reasonable is highlighted in reference to the district Board of Education's procedure and rationale for setting pupil minimum proficiency levels. Sections II through V of the State's Guidelines are cited as references to insure that districts are in compliance with the intent of the Administrative Code.

Based on a thorough review of the T&E legislation, Administrative Code, Primer, and Guidelines, RBS has concluded that "Minimum Pupil Proficiency Levels" should be based on the district's current method of assessing student progress for the purpose of subject level and grade placement. This definition may be modified by subsequent state clarification of what is meant by "Reasonable Minimum Pupil Proficiency Levels". Until such time, it seems reasonable to RBS that the above definition is a valid point of departure from which to develop your district's "Minimum Pupil Proficiency Levels." See Assembly Bill 1736 and Task Force Report.

EDUCATIONAL PROGRAMS COMMITTEE

- Committee Assignment: This step in the T&E Process will provide the link between the school district goals and student learning by establishing educational programs reflective of the goals and appropriate to the student needs of the school district.

  Source: New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8.

The committee will, through necessity, be establishing current programs to be revised as data becomes available. New programs will be selected or developed to meet the student needs.

- Committee "How To": The data and information to follow was developed from Step 4, Development and Installing Educational Programs, T&E Primer for School Improvement in New Jersey.

  -1- By establishing with the teaching staff, under the direction of the chief school administrator, a program which provides for the translation of community goals into educational objectives and programs.

  -2- By identifying or developing educational programs for each school which can be used to achieve the objectives established by the district and determine any resources needed to carry out each program. Program planning should consider individual student differences; ranges in aptitude, talents and interests; responsiveness to different teaching approaches; differences in socio-economic advantage; and the needs of the handicapped, bilingual and other minority students. It may be necessary to use multiple educational programs to reach a suitable level of achievement for the individual as well as the group.

-3- By implementing the educational program, which should provide for the remediation of pupil deficiencies in the basic communication and computational skills.

-4- By preparing a plan and calendar for implementing and evaluating each program in the district's school improvement plan.

- Committee Monitoring: The information to follow has been drawn from the "Guidelines for the Review of Local District Compliance with the Intent of New Jersey Administrative Code", N.J.A.C. 6:8-3.5 Commentary.

The committee work will be monitored in terms of the following:

-1- Compliance with all state requirements including:

- Development in consultation with the teaching staff and chief school administrator
- Adoption annually by each district board of education
- Consistency with written goals, objectives and pupil needs
- Development of individual learning styles to motivate pupils
- Provision for continuous learning through districts and schools
- Provision for continuous access for all pupils to sufficient programs and services
- Provision for guidance and counseling for all pupils to assist in career and academic planning
- Provision for a continuum of educational programs and services for all handicapped children
- Provision for bilingual programs for pupils whose dominant language is not English
- Provision for compensatory educational programs for identified pupils

- Provision for equal educational opportunity for all pupils
- Provision for career awareness and vocational education
- Provision for educational opportunities for exceptionally gifted and talented pupils

- Committee Timetable: The work of this committee will begin during the fifth month of the twelve (12) month cycle.

  -1- Planning and organizing activities should be completed during the first four months.

  -2- Recommended educational programs should be available to the steering committee by the close of the tenth month.

  -3- Regular weekly or bi-weekly sessions should be held.

- Committee Report (Format): The format of the committee report should be correlated with the master T&E report.

  -1- Obtain a sample of the general T&E report format.

  -2- Develop the committee or sub-section report according to the prescribed format.

EVALUATION COMMITTEE

- Committee Assignment: To measure the extent to which the district's educational programs actually fulfill their expected purposes.

  Source: New Jersey Administrative Code Title 6, Subtitle B, Chapter 8.

The Committee's work will seek to establish credibility for those educational programs and activities identified as necessary for meeting accepted levels of achievement by supplying evidence that they work to accomplish what they were intended to accomplish. Through this process, the district is able to demonstrate to the community that expenditures and other inputs to education lead to beneficial outputs in the form of student achievement.

- Committee -- How To: The data and information to follow was developed from Step 5, Evaluating Educational Program Effectiveness.

  -1- By describing how it will be demonstrated that program objectives have been met; or the means by which progress toward possession of skills, knowledges and competencies will be measured.

  -2- The district locates, identifies and develops methods by which the accomplishment of program objectives will be measured and evaluated. Measurements will, of course, relate back to specification of achievements desired, made in Step 2.

  -3- By conducting evaluation through teaching staff under the direction of the chief school administrator in consultation with parents or guardians and pupils.

  -4- By recommending and planning school improvements for the ensuing year.

  -5- By reporting annually to the district school board the results of the evaluation.

- Committee Monitoring: The information to follow has been drawn from the "Guidelines for the Review of Local District Compliance with the intent of New Jersey Administrative Code", N. J. A. C. 6:8-3. 7 Commentary

The committee's work will be monitored in terms of the following:

-1- Compliance with all state requirements including:

- Evaluation procedures implemented that provide for continuous and comprehensive review of pupil progress toward:

  -- District goals and objectives
  -- School goals and objectives

- Evaluation conducting by teaching staff under direction of chief School Administrator
- Guardian or parent consulted
- District evaluation results reported to the Board of Education at a public meeting
- Remedial programs established in references N. J. A. C. 6:8-3. 8 (c) 3, 4 and Section VI of Guidelines

- Committee Timetable: The work of this committee should be completed by the end of the tenth (10) month of the first twelve (12) month cycle.

-1- Planning and organization activities should be completed by the fourth month of the twelve(12) month cycle.

-2- Results should be available to the Steering Committee by the close of the tenth (10) month.

-3- Regular weekly or bi-weekly sessions should be held.

- Committee Report (format): The format of the committee report should be correlated with the master T&E report.

  -1- Obtain a sample of the general T&E report format.

  -2- Develop the committee or sub-section report according to the prescribed format.

PROCEDURAL STEPS: (See Companion Document #1)	YEAR 1	2	3	4	5
PRE T&E ACTIVITIES					
1 ↕ 12					
STAGE I - Setting Goals/Community Involvement					
13 ↕ 18					
19 - To recruit a Steering (Advisory) Committee 20	☐	☐	☐	☐	☐
22					
23 - To carry out Contextual Information/Goal ↕ Development Activities 24 ↕ 27	☐				
STAGE II - Setting Objectives and Standards					
28 29					
30 - To appoint Educational Objectives Committee 31 32	☐	☐			
STAGE III - Identifying and Assessing Needs					
33 34					
35 - To appoint the Needs Assessment Committee 36 ↕ 39	☐	☐	☐	☐	
STAGE IV - Developing Educational Programs					
39					
40 - To appoint the Program Development Committee 41 ↕ 48	☐	☐	☐	☐	
STAGE V - Evaluating Programs and Progress					
49					
50 - To develop and implement an Action Plan ↕ through which to examine the success of Educational Programs implemented 51 ↕ 54	☐	☐	☐	☐	☐
STAGE VI - Review & Approval of Proposed Budget					
55 ↕ 60					
POST T&E ACTIVITIES					
61 ↕ 70					

* See Companion Document #2 Action Plan for the Management of T&E for complete listing of procedural steps.

* Year five would involve all committees in pre-planning activities for the second five year cycle.

APPENDIX

The original "Roles and Responsibility" handbook contains a T&E resource file. In addition, Companion Document #1 (Action Plan for the Management of Roles and Responsibilities of Boards of Education Relative to Thorough and Efficient Legislation) includes other references and samples. These sources include all of the essential material that might be included herein.

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